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ABSTRACT

This handbook presents guidelines for the functioning of academic advisors in a high school setting. The sections of the handbook deal with contacting advisees, contacting parents of advisees, academic advising, student testing and career counseling. Brief suggestions are made for the advisor's functioning in each of these areas, and examples of forms and records are presented. (SJI)

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HOW TO BE AN ACADEMIC ADVISOR

A HANDBOOK

Retrieval - Dissemination Center
O[illegible]
S[illegible]
Salem, [illegible]
Phone: [illegible]

NOTE: This booklet is far from complete. There is plenty of room for your ideas and comments. Add your thoughts as you go through it to make it a working handbook. Please share your ideas with others who are working in this new role.

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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WHAT IN THE WORLD DOES AN ADVISOR DO?

An academic advisor has the experience and knowledge to help the student.

He can do all of the following:

1. *Help the student find the classes that are of most benefit to his individual needs.*
2. *Develop an active file for each student that shows the student's total school experience.*
3. *Serve as a contact with students' parents. He may act as a liason between student and other teachers, parents and other teachers, or parents and administrators. At any rate he is a familiar voice to the parents and one in a good position to receive their questions and concerns.*
4. *Help the students explore career possibilities. He may do this by referring his advisee to counsellors, community members, other teachers in the building, or written material.*
5. *Help the student co ordinate his class work with his career interests.*
6. *Help the student find the elective classes that are most interesting and helpful to him. Once the advisor knows his advisees interests he can give encouragement to expand those interests.*

BUT WHAT DOES THE STUDENT GET?

With the help of an academic advisor the student should:

1. *Accept responsibility for his own academic and vocational planning.*
2. *Learn about educational and vocational resources available to him through the school.*
3. *Understand the kinds of information that are available to him to help him in his own self-appraisal. These would include test scores, GATB tests, vocational information, grades, recommendations, etc.*
4. *Learn how to use the information and opportunities available to him. These include counsellors, work experiences, community resources, etc.*
5. *Complete graduation requirements and elective courses that will help him the most according to his interests and abilities with a minimum of frustration.*
6. *Most important, have a human contact within the system, that assures him that it matters to someone what he does while he is at Springfield High School.*

CHAPTER ONE

CONTACTING YOUR ADVISEES

CONTACTS BY TELEPHONE

the first call before school starts

"Hello, Johnnie, this is Mr. X, your advisor for high school. Are you ready to start school?"

One of the first opportunities for contact is before registration in the fall. You may have met your advisees during ninth grade open house and it should be easy to start talking to them, since they will be expecting to hear from you.

"Registration is on and we could meet in the gym (my office, the Commons, wherever) to work out your schedule so you will be ready to go when they open the doors for registration."

This would be a good time to find out if any of your advisees are going to have trouble making it to registration. You might also find out when they plan to come so you will be available. This is especially important for those who have jobs, or other conflicts.

"Have you thought about what classes you would like to take?"

If it is a big negative, now is the time to let him (her) know that you are there to help.

"I'll look forward to seeing you on ."

OPTIONAL CONTACTS

1. Notify your advisee by note or personally if you become aware that they have an attendance problem.

2. Call or write a note to your advisee if they receive special honor in some area.

NOTES:

OPTIONAL CONTACTS NINTH GRADERS

In the spring advisors could visit their advisees in the Junior High Schools during the week the counsellors are scheduling classes. This would take some of the burden off the counsellors and would provide a contact with the student on his own territory.

Advisors could meet with ninth grade advisees when they come to the high school on tours.

NOTES:

RECORD OF CONFERENCES

Advisee _____

	Date	Purpose	Comments	Referrals
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				

SAMPLE PERFORMANCE GOALS

ADVISEE CONTACTS

Goal 1 I will make at least three contacts with each sophomore advisee, and at least two contacts with each junior advisee during the semester. This will be done by phone, note, or conference. I will keep record of these contacts in the file of each advisee.

CHAPTER TWO

YOU AND PARENTS

OCCASIONS FOR CALLING PARENTS

1. Invite the parents of your advisees to ninth grade open house via a phone call.

2. Call parents to invite them to school events that their students are participating in, especially vocational open house, Creative Arts Festival, Concerts, etc.

3. Call parents at the quarter after you have received the grades for the advisee to see if they have any questions or concerns about their student's progress.

4. Call parents any time you know that a student is having attendance problems.

5. Call parents to discuss with them significant test results, especially if the student has shown great aptitude or achievement in an area.

NOTES:

RECORD OF PARENT CONTACTS

Advisee _____

Parent's Name _____

Address _____

Telephone _____

Date	Topic	Comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

ARRANGING CONFERENCES BY TELEPHONE

"Hello, Ms. Jones, this is . I am 's advisor at school. Some of his teachers think it would be helpful if we could talk to you about his progress at school. What would be a convenient time for you?"

The advisor, as an impartial party, can be a valuable liason in the often touchy area of parent conferences. He should be in charge of getting the teachers together, arranging a meeting time and place, and contacting the parent. Counsellors may be brought in, if necessary. This is especially helpful if the student has been having a lot of trouble.

It is probably best to contact the student first, and let him know that his parent will be called about a parent conference. He may have some valuable points to discuss before or during the conference.

A follow-up call shortly after the conference would be helpful also. This would alleviate any worries the parent may be having.

During the conference the advisor can act as a moderator, suggest possible solutions to problems, be the student's spokesman if he is not there. It can then be up to him to see that arrangements are made to remedy the problems, although it would be up to the classroom teachers and counsellors to be sure that the work is followed through.

SAMPLE PERFORMANCE GOALS

PARENT CONTACTS

Goal 1. I will contact the parents of each of my advisees at least three times during the semester. This contact will be by telephone, letter, or conference. I will keep record of these contacts in the file of each advisee.

CHAPTER THREE

ACADEMIC ADVISING

REGISTERING SOPHOMORES

1. Be sure they understand the graduation requirements.
   "These are the courses you have to take. Let's schedule them in first."

2. Make a three year tentative plan with the sophomore. It can be changed of course, but allows for some thought to go into the overall schedule.

3. Find out what classes the student has enjoyed, had trouble in, needs more work in, hates. This will allow you to work on a more personal level with them. Never assume that a class that sounds interesting to you is necessarily interesting to them. At the same time, stress the variety of classes available.

4. If you can, find out what career interests the student has. This is a good time to establish the beginning of career counselling, either by you or by a counsellor recommended by you. Help the student find out what courses are necessary for his interest areas.

5. Make out a schedule of classes, including some alternatives in case case classes he wants are full. Stress that you will have to sign if he changes classes, for whatever reason.

6. Discuss the possibilities of financial aid and scholarship applications as seniors. Advise about activities and information available.

7. "Whey don't you check back with me when you're all finished so I know that everything worked out for you. Let me know if you run into any problems."

FURTHER HINTS

1. *You should find out if any of your advisees have reading problems. Checkwith the English Department for Gates–McGintie Scores.*

REGISTERING JUNIORS

1. Record the grades they received in their courses last year. Note any problem areas.
2. Check with their overall plan to see what requirements they have filled.
3. Schedule classes that they need for graduation requirements.
4. Talk to them about electives, and schedule those. Encourage them to expand their interest areas.
5. Discuss career plans, or post-high school plans. Try to tie this information in with your suggestions for electives. See the career advising section.
6. Discuss the early release plan, and the possibility of taking seven classes. Tell them you would be glad to discuss these with their parents.

NOTES:

REGISTERING SENIORS

1. You should know these students fairly well, by now. Check to see that they have passed all graduation requirements, or have made plans to compensate. Stress the importance of fulfilling the requirements.

2. Discuss career plans, or post-highschool plans. Advise which courses might be most helpful.

3. Ask if the student is planning on applying for scholarship help for next year. Give them ideas where they might go for help in applying for scholarships, colleges, vocational schools, military information, any help for post-highschool.

4. Schedule a tentative plan for first and second semester.

5. Record grades for junior year to keep record up to date.

NOTES:

FIRST SEMESTER SENIORS

ADVISOR CHECKLIST

1. Graduation requirements:

16 credits required. One credit equals one year of class work.

3 credits (six semesters) English credit — including one semester of writing.

2 credits (four semesters) Physical education.

1 credit (two semesters) Biological science.

2 credits (four semesters) Social studies.

1 credit (two semesters) Math.

REQUIRED CLASSES	semester classes completed									extra
ENGLISH	10			11			12			
SOCIAL STUDIES										
PHYSICAL EDUCATION										
SCIENCE										
MATH										

ELECTIVE CLASSES

W = Waiver
WC = Writing Class (for English Credit)

ACCUMULATED CREDITS:

Required _____ + Elective _____ = Total Credits ____

CURRICULUM PLANNING SHEET

SENIOR YEAR

1st Semester Required

_____
_____
_____
_____

2nd Semester Required

_____
_____
_____
_____

Electives

_____
_____
_____
_____
_____

Electives

_____
_____
_____
_____
_____

List the courses, both required and elective, that relate to your career choices:

FIRST CHOICE	**SECOND CHOICE**	**THIRD CHOICE**
Career _____	Career _____	Career _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Look for courses which appear in two or three career choices. These are ones that you should try to schedule in your electives.

CURRICULUM PLANNING SHEET

SOPHOMORE YEAR

1st Semester Required

2nd Semester Required

Electives

Electives

JUNIOR YEAR

1st Semester Required

2nd Semester Required

ELECTIVES

ELECTIVES

ACADEMIC ADVISING A CHECKLIST

NAME: _____

ADDRESS: _____

PHONE: _____

PARENTS NAME: _____

CHECK OFF THE INFORMATION AS YOU HAVE IT AVAILABLE IN YOUR FILE

_____ Ninth grade classes

_____ Areas of Difficulty

_____ Special vocational interests, if any

_____ Post high school plans

_____ Reading level — Gates McGinties scores

_____ Health problems (if any)

_____ California Test of Mental Maturity test scores

_____ Iowa Test of Educational Development scores

_____ GATB Test results (if available)

_____ Stanine

_____ Long range curriculum plan

_____ Extracurricular activities which show interest areas.

SCHOOL RECORDS

WHERE THEY ARE, WHAT THEY ARE

School records are located in the counselor's office. Each student has a cumulative folder which usually contains the following information:

1. TEST SCORES FROM GRADES ONE THROUGH TWELVE, USUALLY THE FOLLOWING:
   a. Gates McGinitie Reading Test
   b. Iowa Test of Education Development (ITED)
   c. Preliminary Scholastic Aptitude Test (PSAT)
   d. National Merit Scholarship Qualifying Test (NM SQT)
   e. Stanford Acievement Test
   f. California Test of Mental Maturity (CTMM)
   g. Wecheler Intelligence Scale for Children (WISC)
   h. Metropolitan Reading Tests
   i. Kuder Vocational and Personal Preference Records – Given at 9th Grade.
   j. Junior High math test

2. ELEMENTARY SCHOOL INFORMATION, INCLUDING THE FOLLOWING:
   a. attendance
   b. working in a group
   c. behavior as an individual
   d. teacher comments at various grade levels

3. SCHOLASTIC GRADES FOR GRADES 1 THROUGH 9

4. PARENTS OCCUPATIONS

5. INFORMATION ON SPECIAL CLASSES – REMEDIAL OR GIFTED

In addition the following records are kept:

High School attendance days and periods missed	Attendance Office
Disciplinary action	Attendance Office
Official High School transcripts and Test Results	Attendance Office

CHAPTER FOUR

TESTING AND THE ADVISEE

TESTING – PRINTOUT SHEETS – WHAT THEY TELL YOU

The following information should help you use the information available from group testing. Printouts for all students taking a test at Springfield High School are available from any of the counselors and include the following information:

a. California Test of Mental Maturity (CTMM) given at the sophomore level

raw score
I.Q. Band
Mental Age
Chronological Age
National Percentiles and Stanines for:
- a. language
- b. non-language skills
- c. total score

b. Iowa Tests of Educational Development (ITED) given at the Junior Level. Contains standard scores, percentiles and stanine scores for all the subtests which include:

a. Reading
   Comprehension
   Vocabulary
   Total
b. Language Arts
   Usage
   Spelling
   Total
c. Mathematics
d. Social Studies
e. Science
f. Use of Sources
g. Composite Score (all tests combined).

c. Gates McGinitie (given in the Junior Year in the fall and again in the spring.)

Raw Scores
Standard Scores,
Stanines and national percentiles in the following areas:
- Speed of reading
- Accuracy
- Vocabulary
- Comprehension

Along with the above information the printout includes the following group test information:

a. frequency distribution scores
b. local and national norms
c. means and standard deviations, medians, and quartile ranges
d. stanine distributions of scores
e. item analysis

TESTING - UNDERSTANDING THE TERMS

In order to understand the testing print-outs which are available to you in the Counselor's office, you should know the following terms and concepts.

ACHIEVEMENT TEST – A test that measures the extent to which a person has "achieved", that is, acquired certain information, or mastered certain skills - usually as a result of planned instruction or training.

APTITUDE – A combination of abilities and other characteristics, whether native or acquired that are indicative or an individual's ability to learn or develop proficiency in some particular area if appropriate education or training is provided.

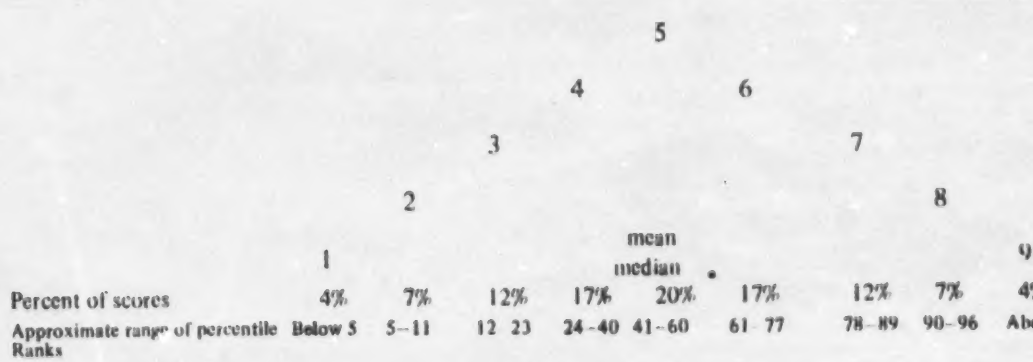
INTELLIGENCE QUOTIENT – (I. Q.) Originally, an index of brightness expressed as the ratio of a person's mental age to his chronological age; MA/CA, multiplied by 100 to eliminate the decimal. The normal or "average" I. Q. is between 90–109 with the mean being 100.

PERCENTILE – (A point score in a distribution at or below which fall the percent of cases indicated by the percentile.) Thus, a score coinciding with the 35th percentile is regarded as equaling or surpassing 35% of the persons in the group, and is surpassed by 65% of the performances in the group. PERCENTILE has nothing to do with the percent of correct answers made on the test.

RAW SCORE – The first quantitive result obtained in scoring a test. Usually the number of right answers, or the number right minus some fraction of the number wrong, or the time required for performance, or similar direct, uninterpreted measure.

STANDARD SCORE – A general term referring to any of a variety of "transformed" scores. A standard score expresses raw scores in terms which are more convenient, comparable, or easier to interpret.

STANINE – One of the steps in a nine-point scale of standard scores. The STANINE has values from 1 (low) to 9 (high) with the mean (average) of 5.



SOME VARIABLES WHICH AFFECT TEST SCORES

THE STUDENT

a. Motivation
b. Test Anxiety
c. Rapport
d. Cheating and Malingering
e. Emotional State other than Text Anxiety & Motivation

THE TEST

a. Appropriateness
b. Format
c. Type of Question

THE TEST ENVIRONMENT

a. Preparation of Examiners
b. Testing Conditions
c. Activities of subjects during & prior to test

SCHOOL ENVIRONMENT

a. General Attitude
b. Education
c. View of school in community
d. Coaching and practice

SCORING

a. Wrong Form
b. Wrong Key
c. Computer or Scoring Malfunction

TESTING – WHAT IT CAN TELL YOUR ADVISEE

If your advisee wants to learn about:	He should take the following test and have it interpreted by a counselor:	
1. Career Education Information	C I S	Career Information System
2. Career/Vocational Information	V P I	Vocational Planning Inventory
3. His aptitudes and abilities	G A T B	General Aptitude Test Battery
4. His Vocational Interests	Interest Check List	
5. Armed Services Aptitudes	A S V A B	Armed Services Vocational Aptitude Battery
6. Language and Non Language Abilities	C T M M	California Test of Mental Maturity
7. His own achievement in Reading, Language Arts, Math, Science, Social Studies, and the Uses of Sources.	I T E D	Iowa Tests of Educational Development
8. His reading comprehension, vocabulary and speed and accuracy	Gates McGintie Reading Test	
9. Eligibility for scholarships and National Merit Awards	PSAT	Preliminary Scholastic Aptitude Test
10. College Entrance Eligibility	S A T	Scholastic Aptitude Test
	Achievement Tests	
	A C T	American College Testing
11. Advanced Placement	C L E P	College Level Examination Program

TESTING – A PROGRAM OF LEARNING

Advisee's Name _____

After consulting with your advisor about the kinds of tests you would like to take during your high school years, make out a tentative plan. The tests written in are those routinely given at that grade level.

10th Grade	Date Taken
California Test of Mental Maturity (CTMM)	
11th Grade	
Iowa Tests of Educational Development (ITED)	
Gates McGinitie Reading Test	
12 th Grade	

CHAPTER FIVE

CAREER COUNSELLING

COUNSELORS WHAT CAN THEY HELP YOU WITH?

1. Individual and group counseling for students.
2. Test Administration and Interpretation.
3. College Preparation Tests.
4. Post High School Planning This includes on the job training,, vocational schools, community college, public and private universities, etc.
5. Scholarships and Financial Aid
6. Advanced Placement and College Level Entrance Placement Programs.
7. Curriculum Planning related to Career Choices.
8. Graduation Requirements.
9. Apprenticeship programs in bricklaying, carpentry, electronics, machinists, printers, etc.
10. Military training programs in Air Force, Army, Coast Guard, Marines, and Navy.
11. Cooperative Work Experience Program.
12. Assistance in planning teacher-advisor program activities.
13. Career Information System (CIS)
14. Part-time jobs for students.
15. Special Programs ESCAPE, Tutoring, Laubeck Society for Reading.

WHAT COUNSELOR DO I SEE?

If a student wants:	Send him to:
1. ACTIVITIES	
Fall Festival	Ms Welch
Junior Achievement	Mr Semon
Junior Prom	Ms Welch
2. CAREER INFORMATION	
Post High School Career Planning	Ms Newman
Career Education Information	Ms Welch
3. CREDITS - INFORMATION AND ADVICE	
Evaluation of Transcripts	Mr Pfeifle
Junior Transcript Information	Mr Semon
	Ms Welch
Senior Credit Information	Mr Pfeifle
4. FINANCIAL AID	
Post High School Aid Information and Applications	Ms Newman
Oregon State Scholarship Financial Aid Forms	Ms Newman
Scholarship Recommendations	Ms Newman
Scholarship and Awards Information	Ms Welch
5. PROGRAMS - INFORMATION	
Ninth Grade Orientation	Mr Semon
Sophomore Parents Night	Mr Semon
	Ms Welch
Junior - Senior Open House	Mr Semon
	Ms Welch
Sophomore Orientation	Mr Semon
Senior Parent Information Night	Ms Newman
6. SOCIAL SERVICES	
Free Lunch	Mr Semon
Homebound	Ms Newman
Mental Health	All Counselors
Speech Therapy	All Counselors
Welfare	Mr. Semon
Upward Bound	Mr Semon

7. TESTS

ACT	Ms Newman
CEEB	Ms Newman
CIS	Ms Welch
CTMM	Mr Semon
GATB	Ms Newman
Gates McGinitie Reading Test	Mr Pfeifle
ITED	Mr Semon
NMSQT	Mr Pfeifle
PSAT	Mr Pfeifle

8. VISITATIONS

Colleges	Mr Semon
Military	Mr Semon
Trade and Vocational Schools	Mr Semon
Ninth Grade	Mr Semon

ADMINISTRATORS AND STUDENTS

ASB Elections Information	Mr Smith
Assembly information	Mr Wacker
Attendance Information	Mr Smith
Car Registration	Mr Smith
Clubs Information	Mr Lehl
Concessions Information	Mr Lehl
Field Trips	Mr Walker
Lane Community College Information	Mr Wacker
Locker Assistance	Mr Smith
Petitions or Surveys	Mr O'Neal
Report Cards Information	Mr Wacker
Resource Cards	Mr Smith
Student Body Cards	Mr Smith
Transcripts and Records	Mr Wacker
	Ms Ruttencutter
Work Release	Mr Wacker

NAME _____ CLASS _____

ADDRESS _____

TELEPHONE _____

DATE OF BIRTH _____

PARENT'S NAME _____

TIMES PARENTS CAN BE REACHED _____

1. What subjects do you like best?
2. What subjects do you like least?
3. Are you employed? Beginning with your most recent job, list all the jobs you have had:

JOB	WHEN	WHERE	THINGS YOU LIKED	THINGS YOU DIDN'T LIKE

4. Many experiences prepare a person for work, for example: Volunteer for a political campaign, serving in church, travel, holding an office, etc. List all activities you have participated in that reveal your interests and/or abilities:

ACTIVITY	WHEN	WHERE	THINGS YOU LIKED	THINGS YOU DIDN'T LIKE

5. What do you think you will do during the first few years following high school graduation?

6. What occupation do you consider as possibilities for a person like yourself? Include those that seem unlikely, but interesting.

7. What do you like? What things, situations, kinds of people, or activities give you real pleasure?

8. What things, situations, kinds of people, or activities make you unhappy or uncomfortable?

9. What do you consider your strengths?

10. Are you healthy? Please identify any health problems that might affect your decisions.

11. Any additional comments that would be helpful in thinking about you and work.

FINANCIAL AID APPLICATION

A WORKSHEET

ADVISEE

You should start thinking about financial aid and scholarship applications early in your senior year. Most will ask for information about you. Keep records of the following to help you in filling out the forms.

1. A resume of your activities in school. List the most recent first. Include such things as clubs, offices held, special interest areas, such as band, athletic participation, drama, etc.

2. A resume of activities outside of school. Include such things as church organizations, scouts, volunteer work, community activities, etc.

SCHOLARSHIP SURVEY

ADVISEE _____

I fit the application requirements for the following scholarships.

NAME OF SCHOLARSHIP	AMOUNT	DATE APPLIED

The following teachers would write recommendations for me.

_____

_____

_____

_____

_____

_____

_____

_____

SAMPLE PERFORMANCE GOALS

GETTING TO KNOW THE SCHOOL BETTER

Goal 1 I will observe a member of each department teaching a class during the semester. I will confer with that teacher both before and after the observation. I will keep record of these observations.

Goal 2 I will eat lunch once a week with members of a department outside my own, or the people I regularly eat with, in order to understand their departments better.

Goal 3 Each quarter I will make three visits to one department, choosing a different department each quarter. I will confer with the teachers observed before and after the class observed.

Goal 4 I will investigate thoroughly the services offered by the counselling department, and write up a short summary of how I might use each service in my role as an academic advisor.